

## APPENDICES

Kuesioner ini akan digunakan untuk mengetahui materi pelajaran Bahasa Inggris yang dibutuhkan dan diinginkan oleh mahasiswa akademi keperawatan Adi Husada. Berkaitan dengan pentingnya obyektifitas dalam penelitian ini, penulis berharap agar jawaban yang diberikan sesuai dengan keadaan yang sebenarnya. Data yang terkumpul dijamin kerahasiaanya.

**Jawablah pertanyaan dibawah ini dengan melingkari salah satu pilihan yang tersedia**

1. Berapa usia anda?
  - A. 19 tahun
  - B. 20 tahun
  - C. 21 tahun
  - D. \_\_\_\_\_
2. Apa jenis kelamin saudara?
  - A. Laki-laki
  - B. Perempuan
3. Bahasa apa yang saudara gunakan dalam berkomunikasi sehari-hari?
  - A. Bahasa daerah
  - A. Bahasa Indonesia
  - C. Bahasa Inggris
  - D. A dan B
  - E. A dan C
  - F. B dan C
  - G. A, B, dan C
4. Mengapa anda saat ini perlu belajar bahasa Inggris?
  - A. Untuk bekerja
  - B. Untuk menunjang kegiatan belajar mengajar (mata kuliah lain)
5. Apa harapan anda pada umumnya dalam mempelajari bahasa Inggris?
  - A. Dapat berbicara Bahasa Inggris secara lancar.
  - B. Dapat mendengarkan percakapan Bahasa Inggris dengan baik.
  - C. Dapat mengerti dan memahami buku bacaan Bahasa Inggris dengan baik
  - D. Dapat menulis dengan menggunakan Bahasa Inggris

6. Sebagai calon perawat dimana anda akan menggunakan bahasa Inggris setelah lulus dari Akademi Keperawatan Adi Husada?
- A. Rumah sakit dalam negeri
  - B. Rumah sakit di luar negeri
  - C. Bukan rumah sakit
7. Dari beberapa ketrampilan bahasa Inggris dibawah ini, ketrampilan manakah yang paling anda sukai?
- A. Membaca (reading)
  - B. Mendengar (listening)
  - C. Menulis (writing)
  - D. Berbicara (speaking)
8. Dari beberapa komponen bahasa Inggris dibawah ini, komponen manakah yang paling anda sukai?
- A. Tata bahasa (grammar)
  - B. Kosa kata (Vocabulary)
  - C. Pengucapan lafal bahasa Inggris (pronounciation)
  - D. Ejaan bahasa Inggris (spelling)

**Pertanyaan nomor 9-20 berkaitan dengan materi ajar yang anda inginkan**

9. Ketrampilan Bahasa Inggris apa yang menurut anda paling penting untuk ditekankan dalam materi ajar Bahasa Inggris pada Akademi Keperawatan Adi Husada?
- A. Reading (membaca)
  - B. Listenig (mendengarkan)
  - C. Writing (menukis)
  - E. Speaking (berbicara)

10. Komponen Bahasa Inggris apa yang menurut anda paling penting untuk ditekankan dalam materi ajar Bahasa Inggris pada Akademi Keperawatan Adi Husada?
- A. Tata bahasa (grammar)
  - B. Kosa kata (Vocabulary)
  - C. Pengucapan lafal bahasa Inggris (pronounciation)
  - D. Ejaan bahasa Inggris (spelling)
11. Bagaimana bentuk materi ajar yang anda inginkan?
- A. Dialog
  - B. Laporan- laporan medis
  - C. Gambar, diagram, grafik
  - D. Teks bacaan
12. Materi pelajaran jenis apa yang anda inginkan?
- A. Authentic material
  - B. Non-authentic material
  - C. A dan B
13. Topik apa yang anda inginkan dalam materi pelajaran anda?
- A. Topik yang berkaitan dengan tugas-tugas keperawatan
  - B. Topik umum

**Pertanyaan nomer 14-16:** Bagaimana sebaiknya materi ajar Bahasa Inggris disusun? (pilih salah satu dari setiap poin dengan mencoret yang tidak perlu.)

14. A. Dari umum ke khusus  
B. Dari khusus ke umum
15. A. Adanya review setelah beberapa unit  
B. Tidak perlu ada review
16. A. Saling berhubungan antara satu unit dengan unit yang lain  
B. Tidak saling berhubungan antara satu unit dengan unit yang lain.

**Pertanyaan nomer 17-19:** Latihan yang bagaimana yang anda inginkan? (pilih setiap poin dengan mencoret yang tidak perlu)

17. A. Terpadu (guided)  
B. Bebas (free)



18. A. Pemahaman (comprehension)

B. Menghasilkan sesuatu (production)

19. A. Individu

B. Kelompok

20. Bagaimana anda dapat belajar dengan baik di kelas?

A. Individual

B. Berpasangan

C. Kelompok

D. Diskusi kelas

E. Menyimak ceramah/ penjelasan dosen

The Calculation of the Students' Response to Item 1 in the Questionnaires

	A	B	C	D
1	v			
2	v			
3		v		
4		v		
5				v
6			v	
7	v			
8			v	
9		v		
10		v		
11	v			
12			v	
13	v			
14		v		
15			v	
16	v			
17	v			
18		v		
19		v		
20	v			
21		v		
22		v		
23	v			
24	v			
25			v	
26	v			
27		v		
28		v		
29			v	
30	v			
31		v		
32		v		
33		v		
34		v		
35	v			
36	v			
37	v			
38		v		
39	v			
40	v			

	A	B	C	D
41	v			
42		v		
43		v		
44	v			
45	v			
46		v		
47		v		
48	v			
49	v			
50	v			
51	v			
52	v			
53		v		
54		v		
55		v		
56	v			
57		v		
58		v		
59	v			
60		v		
61		v		
62		v		
63	v			
64				v
65		v		
66	v			
67		v		
68	v			
69	v			
70	v			
71		v		
72		v		
73	v			
74		v		
75		v		
76		v		
77	v			
78	v			
79		v		

The Calculation of the Students' Response to Item 2 in the Questionnaires

	A	B
1		v
2		v
3		v
4		v
5		v
6		v
7		v
8		v
9		v
10		v
11		v
12		v
13		v
14		v
15		v
16		v
17		v
18		v
19		v
20		v
21		v
22		v
23		v
24		v
25		v
26		v
27		v
28		v
29		v
30		v
31		v
32		v
33		v
34		v
35		v
36		v
37		v
38		v
39		v
40		v

	A	B
41		v
42		v
43		v
44		v
45		v
46		v
47		v
48		v
49		v
50		v
51		v
52		v
53		v
54		v
55		v
56		v
57		v
58		v
59		v
60		v
61		v
62		v
63		v
64		v
65		v
66		v
67		v
68		v
69		v
70		v
71		v
72		v
73		v
74		v
75		v
76		v
77		v
78		v
79		v

The Calculation of the Students' Response to Item 3 in the Questionnaires

	A	B	C	D	E	F	G
1	v						
2	v						
3		v					
4		v					
5		v					
6		v					
7	v						
8	v						
9	v						
10				v			
11	v						
12	v						
13				v			
14	v						
15		v					
16				v			
17		v					
18	v						
19		v					
20		v					
21				v			
22		v					
23	v						
24		v					
25	v						
26	v						
27	v						
28		v					
29	v						
30		v					
31		v					
32		v					
33		v					
34							
35	v						
36	v						
37	v						
38	v						
39	v						
40	v						

	A	B	C	D	E	F	G
41	v						
42	v						
43				v			
44				v			
45	v						
46				v			
47				v			
48		v					
49	v						
50	v						
51		v					
52		v					
53	v						
54	v						
55	v						
56		v					
57				v			
58				v			
59				v			
60		v					
61		v					
62		v					
63		v					
64	v						
65		v					
66		v					
67		v					
68		v					
69		v					
70		v					
71				v			
72				v			
73				v			
74	v						
75				v			
76		v					
77		v					
78		v					
79		v					

The Calculation of the Students' Response to Item 4 in the Questionnaires

	A	B
1	v	
2	v	
3	v	
4	v	
5	v	
6	v	
7	v	
8	v	
9	v	
10	v	
11	v	
12		v
13	v	
14	v	
15	v	
16	v	
17	v	
18	v	
19	v	
20		v
21		v
22	v	
23		v
24		v
25		v
26	v	
27	v	
28	v	
29	v	
30	v	
31		v
32	v	
33		v
34		v
35		v
36		v
37		v
38	v	
39	v	
40	v	

	A	B
41	v	
42		v
43		v
44		v
45		v
46	v	
47	v	
48	v	
49		v
50	v	
51	v	
52	v	
53		v
54	v	
55	v	
56	v	
57		v
58	v	
59	v	
60	v	
61	v	
62	v	
63	v	
64	v	
65		v
66		v
67	v	
68	v	
69	v	
70	v	
71	v	
72	v	
73	v	
74		v
75	v	
76	v	
77	v	
78	v	
79	v	

The Calculation of the Students' Response to Item 5 in the Questionnaires

	A	B	C	D
1			v	
2			v	
3	v			
4				v
5			v	
6				v
7				v
8	v			
9				v
10	v			v
11				
12	v			
13	v			
14			v	
15			v	
16	v			
17	v			
18	v			
19			v	
20				v
21				v
22	v			
23				v
24	v			
25				v
26				v
27			v	
28	v			
29	v			
30	v			
31	v			
32	v			
33			v	
34	v			
35	v			
36	v			
37	v			
38	v			
39	v			
40	v			

	A	B	C	D
41	v			
42	v			
43				v
44	v			
45	v			
46	v			
47	v			
48	v			
49				v
50				v
51	v			
52	v			
53	v			
54	v			
55	v			
56	v			
57	v			
58	v			
59	v			
60	v			
61	v			
62				v
63	v			
64	v			
65				v
66	v			
67	v			
68	v			
69	v			
70	v			
71	v			
72			v	
73			v	
74	v			
75			v	
76	v			
77	v			
78	v			
79	v			

The Calculation of the Students' Response to Item 6 in the Questionnaires

	A	B	C
1	v		
2	v		
3	v		
4	v		
5	v		
6	v		
7	v		
8	v		
9	v		
10			v
11	v		
12	v		
13			v
14	v		
15			v
16	v		
17	v		
18	v		
19			v
20	v		
21	v		
22			v
23	v		
24	v		
25			v
26	v		
27	v		
28			v
29	v		
30	v		
31	v		
32	v		
33	v		
34			v
35	v		
36			v
37			v
38	v		
39	v		
40	v		

	A	B	C
41	v		
42	v		
43	v		
44	v		
45	v		
46			v
47			v
48			v
49	v		
50	v		
51	v		
52	v		
53			v
54			v
55			v
56	v		
57	v		
58	v		
59	v		
60			v
61			v
62			v
63	v		
64	v		
65			v
66	v		
67			v
68	v		
69	v		
70	v		
71	v		
72	v		
73	v		
74	v		
75			v
76	v		
77	v		
78	v		
79	v		

The Calculation of the Students' Response to Item 7 in the Questionnaires

	A	B	C	D
1			v	
2				v
3				v
4			v	
5			v	
6				v
7				v
8			v	
9			v	
10			v	
11	v			
12				v
13				v
14		v		
15				v
16				v
17		v		
18				v
19				v
20				v
21				v
22				v
23				v
24				v
25				v
26				v
27	v			
28				v
29		v		
30	v			
31	v			
32				v
33	v			
34				v
35				v
36			v	
37				v
38				v
39				v
40				v

	A	B	C	D
41				v
42			v	
43		v		
44		v		
45			v	
46				v
47				v
48				v
49	v			
50			v	
51				v
52				v
53				v
54				v
55				v
56				v
57				v
58				v
59				v
60				v
61			v	
62			v	
63				v
64			v	
65				v
66				v
67				v
68				v
69				v
70				v
71				v
72				v
73				v
74			v	
75			v	
76				v
77				v
78				v
79				v



The Calculation of the Students' Response to Item 8 in the Questionnaires

	A	B	C	D
1			v	
2			v	
3	v			
4			v	
5			v	
6		v		
7		v		
8		v		
9			v	
10		v		
11			v	
12	v			
13		v		
14		v		
15		v		
16		v		
17			v	
18		v		
19		v		
20		v		
21		v		
22		v		
23			v	
24			v	
25			v	
26			v	
27		v		
28	v			
29			v	
30	v			
31		v		
32		v		
33			v	
34	v			
35			v	
36	v			
37		v		
38			v	
39		v		
40			v	

	A	B	C	D
41		v		
42			v	
43			v	
44	v			
45	v			
46		v		
47		v		
48		v		
49			v	
50			v	
51			v	
52		v		
53		v		
54		v		
55		v		
56		v		
57		v		
58		v		
59			v	
60		v		
61				
62		v		
63	v			
64			v	
65			v	
66		v		
67		v		
68	v			
69	v			
70	v			
71	v			
72	v			
73	v			
74			v	
75			v	
76	v			
77	v			
78		v		
79	v			

The Calculation of the Students' Response to Item 9 in the Questionnaires

	A	B	C	D
1			v	
2			v	
3			v	
4			v	
5	v			
6	v			
7			v	
8				v
9			v	
10				v
11			v	
12			v	
13			v	
14	v			
15		v		
16			v	
17			v	
18				v
19				v
20				v
21			v	
22			v	
23	v			
24				v
25			v	
26				v
27			v	
28				v
29			v	
30			v	
31			v	
32				v
33			v	
34		v		
35			v	
36	v			
37			v	
38	v			
39	v			
40			v	

	A	B	C	D
41			v	
42			v	
43			v	
44			v	
45				v
46		v		
47		v		
48			v	
49			v	
50			v	
51			v	
52			v	
53			v	
54			v	
55	v			
56			v	
57			v	
58			v	
59			v	
60			v	
61				v
62				v
63			v	
64			v	
65	v			
66			v	
67				v
68	v			
69				v
70				v
71				v
72			v	
73			v	
74				v
75	v			
76				v
77				v
78				v
79			v	

The Calculation of the Students' Response to Item 10 in the Questionnaires

	A	B	C	D
1	v			
2			v	
3			v	
4		v		
5			v	
6		v		
7		v		
8		v		
9		v		
10			v	
11			v	
12		v		
13			v	
14		v		
15		v		
16		v		
17		v		
18	v			
19			v	
20	v			
21		v		
22			v	
23		v		
24			v	
25	v			
26		v		
27			v	
28		v		
29		v		
30		v		
31	v			
32			v	
33		v		
34			v	
35			v	
36			v	
37		v		
38		v		
39		v		
40		v		

	A	B	C	D
41		v		
42	v			
43	v			
44			v	
45		v		
46		v		
47		v		
48	v			
49			v	
50			v	
51	v			
52			v	
53		v		
54	v			
55			v	
56	v			
57			v	
58	v			
59	v			
60	v			
61		v		
62		v		
63			v	
64			v	
65		v		
66		v		
67		v		
68		v		
69			v	
70			v	
71		v		
72		v		
73		v		
74		v		
75		v		
76			v	
77	v			
78		v		
79		v		

The Calculation of the Students' Response to Item 11 in the questionnaires

	A	B	C	D
1			v	
2	v			
3	v			
4	v			
5	v			
6	v			
7	v			
8			v	
9			v	
10	v			
11			v	
12	v			
13	v			
14			v	
15	v			
16	v			
17				v
18	v			
19	v			
20	v			
21		v		
22	v			
23	v			
24				v
25	v			
26		v		
27				v
28	v			
29	v			
30	v			
31			v	
32				v
33			v	
34	v			
35		v		
36	v			
37	v			
38	v			
39		v		
40		v		

	A	B	C	D
41	v			
42	v			
43		v		
44	v			
45	v			
46	v			
47	v			
48		v		
49		v		
50		v		
51		v		
52		v		
53	v			
54	v			
55	v			
56		v		
57		v		
58		v		
59	v			
60	v			
61	v			
62	v			
63		v		
64			v	
65	v			
66		v		
67	v			
68	v			
69	v			
70	v			
71	v			
72	v			
73	v			
74		v		
75		v		
76	v			
77	v			
78	v			
79	v			

The Calculation of the Students' Response to Item 12 in the Questionnaires

	A	B	C
1			v
2		v	
3		v	
4		v	
5		v	
6			v
7			v
8			v
9		v	
10		v	
11			v
12			v
13			v
14			v
15		v	
16			v
17			v
18			v
19			v
20			v
21		v	
22			v
23			v
24	v		
25		v	
26			v
27			v
28		v	
29			v
30		v	
31		v	
32		v	
33			v
34			v
35		v	
36			v
37			v
38			v
39			v
40		v	

	A	B	C
41			v
42		v	
43		v	
44			v
45			v
46			v
47			v
48			v
49			v
50			v
51			v
52			v
53		v	
54			v
55			v
56			v
57			v
58			v
59			v
60			v
61			v
62		v	
63			v
64		v	
65			v
66		v	
67			v
68			v
69			v
70			v
71			v
72			v
73			v
74			v
75			v
76			v
77			v
78			v
79			v

The Calculation of the Students' Response to Item 13 in the Questionnaires

	A	B
1	v	
2	v	
3	v	
4		v
5	v	
6		v
7	v	
8		v
9	v	
10	v	
11	v	
12	v	
13	v	
14	v	
15	v	
16	v	
17		v
18	v	
19	v	
20		v
21	v	
22	v	
23		v
24	v	
25	v	
26	v	
27		v
28	v	
29		v
30		v
31		v
32		v
33	v	
34	v	
35	v	
36	v	
37	v	
38	v	
39	v	
40	v	

	A	B
41	v	
42	v	
43	v	
44	v	
45	v	
46	v	
47	v	
48	v	
49	v	
50	v	
51	v	
52	v	
53	v	
54	v	
55	v	
56	v	
57	v	
58	v	
59	v	
60	v	
61	v	
62	v	
63	v	
64	v	
65	v	
66	v	
67	v	
68	v	
69	v	
70	v	
71	v	
72	v	
73	v	
74	v	
75	v	
76	v	
77	v	
78	v	
79	v	

The Calculation of the Students' Response to Item 14 in the Questionnaires

	A	B
1	v	
2	v	
3		v
4		v
5	v	
6	v	
7		v
8	v	
9	v	
10	v	
11	v	
12	v	
13	v	
14		v
15		v
16	v	
17	v	
18	v	
19		v
20	v	
21	v	
22	v	
23	v	
24	v	
25	v	
26	v	
27	v	
28		v
29	v	
30	v	
31	v	
32	v	
33	v	
34	v	
35	v	
36		v
37	v	
38	v	
39	v	
40		v

	A	B
41	v	
42	v	
43	v	
44	v	
45	v	
46		v
47	v	
48	v	
49	v	
50	v	
51	v	
52	v	
53		v
54	v	
55	v	
56		v
57	v	
58	v	
59	v	
60	v	
61	v	
62	v	
63	v	
64	v	
65		v
66	v	
67	v	
68	v	
69	v	
70	v	
71	v	
72	v	
73	v	
74	v	
75	v	
76	v	
77	v	
78	v	
79	v	

The Calculation of the Students' Response to Item 15 in the Questionnaires

	A	B
1	v	
2	v	
3	v	
4	v	
5	v	
6	v	
7	v	
8	v	
9	v	
10	v	
11	v	
12	v	
13	v	
14	v	
15	v	
16	v	
17		v
18	v	
19	v	
20	v	
21	v	
22	v	
23	v	
24	v	
25	v	
26	v	
27	v	
28	v	
29	v	
30	v	
31	v	
32	v	
33	v	
34	v	
35	v	
36	v	
37	v	
38	v	
39	v	
40	v	

	A	B
41	v	
42		v
43	v	
44	v	
45	v	
46	v	
47	v	
48	v	
49	v	
50	v	
51	v	
52	v	
53	v	
54	v	
55	v	
56	v	
57	v	
58	v	
59	v	
60	v	
61	v	
62	v	
63	v	
64	v	
65	v	
66	v	
67	v	
68	v	
69	v	
70		v
71	v	
72		v
73		v
74		v
75	v	
76	v	
77	v	
78	v	
79	v	



The Calculation of the students' Response to  
Item 16 in the Questionnaires

	A	B
1	v	
2	v	
3	v	
4	v	
5	v	
6	v	
7	v	
8	v	
9	v	
10	v	
11	v	
12	v	
13	v	
14	v	
15	vv	
16	v	
17	v	
18	v	
19	v	
20	v	
21	v	
22	v	
23	v	
24	v	
25	v	
26	v	
27	v	
28	v	
29	v	
30	v	
31	v	
32	v	
33	v	
34	v	
35	v	
36	v	
37	v	
38	v	
39	v	
40	v	

	A	B
41	v	
42	v	
43	v	
44	v	
45	v	
46	v	
47	v	
48	v	
49	v	
50	v	
51	v	
52	v	
53	v	
54	v	
55	v	
56	v	
57	v	
58	v	
59	v	
60	v	
61	v	
62	v	
63	v	
64	v	
65	v	
66	v	
67	v	
68	v	
69	v	
70	v	
71	v	
72	v	
73	v	
74	v	
75	v	
76	v	
77	v	
78	v	
79	v	

The Calculation of the Students' Response to Item 17 in the Questionnaires

	A	B
1	v	
2	v	
3	v	
4	v	
5	v	
6	v	
7	v	
8	v	
9	v	
10	v	
11	v	
12	v	
13	v	
14	v	
15	v	
16	v	
17	v	
18	v	
19	v	
20	v	
21	v	
22	v	
23	v	
24	v	
25	v	
26	v	
27	v	
28	v	
29	v	
30	v	
31	v	
32	v	
33	v	
34	v	
35	v	
36	v	
37	v	
38	v	
39	v	
40	v	

	A	B
41		v
42	v	
43	v	
44	vv	
45	v	
46	v	
47	v	
48		v
49	v	
50	v	
51	v	
52	v	
53	v	
54	v	
55	v	
56	v	
57	v	
58	v	
59	v	
60	v	
61	v	
62	v	
63	v	
64	v	
65	v	
66	v	
67		v
68	v	
69	v	
70	v	
71	v	
72		v
73		v
74		v
75	v	
76	v	
77		v
78	v	
79	v	

The Calculation of the Students' Response to  
Item 18 in the Questionnaires

	A	B
1	v	
2	v	
3	v	
4	v	
5	v	
6	v	
7	v	
8	v	
9		v
10	v	
11	v	
12	v	
13	v	
14		v
15	v	
16	v	
17	v	
18	v	
19	v	
20		v
21	v	
22	v	
23	v	
24	v	
25	v	
26	v	
27	v	
28	v	
29	v	
30	v	
31	v	
32	v	
33	v	
34	v	
35	v	
36	v	
37	v	
38		v
39	v	
40	v	

	A	B
41	v	
42		v
43		v
44		v
45		v
46	v	
47	v	
48		v
49	v	
50	v	
51	v	
52	v	
53		v
54	v	
55	v	
56	v	
57		v
58	v	
59		v
60	v	
61	v	
62	v	
63	v	
64	v	
65	v	
66	v	
67	v	
68		v
69		v
70	v	
71	v	
72	v	
73	v	
74	v	
75	v	
76		v
77	v	
78	v	
79	v	

The Calculation of the Students' Response to Item 19 in the Questionnaires

	A	B	C
1		v	
2		v	
3		v	
4		v	
5		v	
6		v	
7	v		
8		v	
9			v
10	v		
11		v	
12		v	
13		v	
14		v	
15		v	
16		v	
17		v	
18	v		
19	v		
20		v	
21			v
22			v
23		v	
24		v	
25		v	
26		v	
27		v	
28		v	
29			v
30		v	
31		v	
32		v	
33		v	
34		v	
35	v		
36	v		
37	v		
38		v	
39		v	
40			v

	A	B	C
41		v	
42			v
43	v		
44		v	
45		v	
46		v	
47		v	
48	v		
49		v	
50		v	
51		v	
52			v
53		v	
54			v
55		v	
56		v	
57		v	
58			v
59		v	
60			v
61		v	
62		v	
63	v		
64		v	
65		v	
66	v		
67		v	
68			v
69			v
70			v
71		v	
72		v	
73		v	
74		v	
75			v
76	v		
77		v	
78		v	
79			v

The Calculation of the Students' Response to Item 20 in the Questionnaires

	A	B	C	D	E
1				v	
2		v			
3		v			
4	v				
5				v	
6			v		
7		v			
8				v	
9					v
10		v			
11					v
12		v			
13				v	
14			v		
15		v			
16			v		
17		v			
18	v				
19					v
20		v			
21		v			
22					v
23		v			
24				v	
25				v	
26					v
27					v
28		v			
29					v
30					v
31			v		
32	v				
33					v
34		v			
35					v
36		v			
37					v
38	v				
39		v			
40		v			

	A	B	C	D	E
41	v				
42	v				
43					v
44			v		
45			v		
46				v	
47				v	
48	v				
49			v		
50			v		
51			v		
52		v			
53				v	
54					v
55					v
56					v
57			v		
58		v			
59		v			
60		v			
61				v	
62					v
63			v		
64			v		
65					v
66					v
67			v		
68		v			
69			v		
70			v		
71			v		
72			v		
73					v
74					v
75					v
76		v			
77		v			
78		v			
79		v			

## 4.21. General communication

### Salutations:

Hello!

Good morning!

Good evening!

Good night!

Sleep well!

I hope you'll get well soon!

Speedy recovery!

How are you?

Good bye!

Have a nice time!

Nice to meet you!

• • Sorry, I didn't get that!

Could you repeat the sentence?

Please speak slowly and clearly!

I think you have misunderstood me!

I didn't mean (say) that!

That's not true!

Please tell me how I can do it better!

If you speak so rapidly (indistinctly), I can't understand you!

Please have a little more patience with me!

What did you say?

I don't understand what you want!

Can I speak to you for a moment?

Can I ask you something?

Would you please explain this to me?

Please inform me in time

couldn't know that!

There was never any question of that!

Could we talk about it?

Please don't be angry!

### On the phone:

This is Nurse N.

Whom I am speaking to?

Whom do you want to speak to?

Please hold the line!

Just a moment, I'll get him/her in a minute!

I'll put you through to extension 3754!

Oh sorry, Ms (Mr.) N is not in.

Would you like to leave a message?

At moment please, I must get a pen and paper!

You can reach him/her on extension 33 782.

Sorry, I didn't understand that!

Please repeat once more!

Should Ms (Mr.) N call you back (today)?

What's the best time to reach you?

What is your telephone number?  
I repeat: extension 3345

Do you want me to answer the phone?

Do you want me to hang up?

The line (extension) is busy!

Sorry, wrong number!

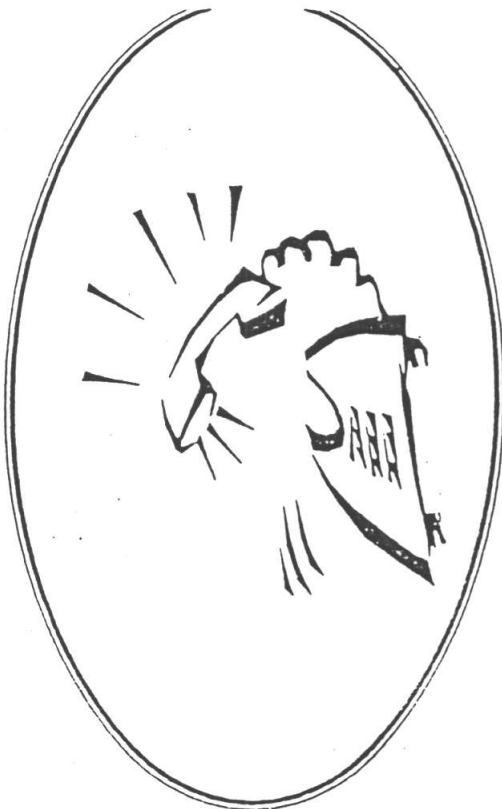
Good-bye!

Thanks for your call!

Please call back at six o'clock

The line is not busy, but nobody's answering

Please press the red (white) button!



Could I speak to Ms. (Mr.) F?

I'd like to talk to Nurse K

Please put me through to Dr. J!

A call for you!

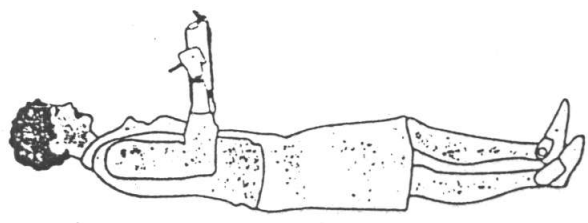
I'd like to call the doctor (Dr. N.)

I'll call the doctor

Please spell your name

Do you want me to answer the phone?

Will you take a message?





Terms:

- allergy
- outpatient department
- admission
- admission slip
- admission date
- glasses (spectacles)
- first, interview
- specialist
- temperature chart
- baggage
- religious service
- to need help
- hearing aid
- gathering information
- suitcase
- contact lens
- case history
- laboratory findings
- to be in need of care
- general practitioner
- overnight bag
- resources
- X-ray
- priest
- referral slip

## Explanation of the terms:

### Admission

- If a patient must go to a hospital, he/she needs a referral slip from a physician (general practitioner, specialist)
- The slip refers the patient to the appropriate specialist outpatient department, where he/she is given an admission date.
- Moreover, the patient is given an admission slip which he/she must take to the admission office where the particulars of the patient are registered by computer and a case history is printed.
- With this case history, the patient goes to the appropriate ward.
- At the ward, he/she is received by a nurse (usually the ward nurse)
- The ward nurse registers the patient's case history and opens a file on him/her.
- The nurse must also request and gather the laboratory and X-ray findings and collect them in the file.
- A temperature chart, a case history sheet and a care report are prepared by the nurse.

➤ Then the nurse must develop a precise report on the care to be extended to the patient.

- For this purpose, the nurse conducts an exhaustive first interview with the patient.

### First interview

- The objective of this interview is to learn about the patient, his/her situation and resources, to check if and to what degree the patient will require care (help) and to find out what care is required by the patient at this moment.

### Expressions used by the nurse:

I'll show you now your room (your bed, your wardrobe).

There are some questions I'd like to ask you.

If you have any questions, please ask one of the nurses anytime.

We want you to enjoy the stay with us as much as possible

Have you already been staying at our hospital?

When have you been in a hospital for the last time?

Have you been severely ill?

Have you had any operations?

Do you find it difficult to walk or move?

Do you use a hearing aid?

Do you wear spectacles or contact lenses?

Do you wear a dental plate?

Do you wear any prostheses?

Are there any foods that don't agree with you?

Are you allergic to anything?

Do you have trouble falling asleep?

What do you do if you can't sleep?

Are you constipated?

Do you take any medicine against constipation?

Do you have trouble urinating?

Do you have to get up at night to use the WC?

If so, how often?

Do you smoke? If so, how many cigarettes?

How is your personal hygiene regime like at home?

Do you use a tub or shower at home?

What do you know about your illness?

Have you been informed about the diagnostic measures?

What drugs have you taken at home?

Will you have any problems with your job because you are in hospital now?

Do you want to attend a religious service?

Do you want a priest to visit you?



Terms:

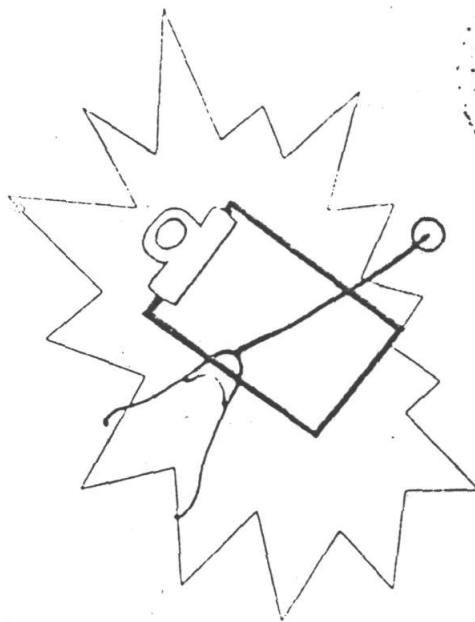
- nursing report
- nursing measure
- nursing plan

Explanation of the terms:

**Nursing plan**

- The nursing plan shows the way in which the patient is supported in his/her recovery and in the preservation of his/her health status and how the patient can become active himself/herself.
- The nursing plan defines the measures and methods to be employed.
- After the nurse has registered the health resources and problems of the patient, he/she can fix the nursing objectives.
- The patient is then nursed in keeping with the nursing plan.

- Every day, the nurse writes a nursing report on the patients cared for by her/him.
- This report concerns the progress and effect of nursing and the changes in the health status of the patient.
- It permits the evaluation of the effect of nursing on the patient, contributes to the gathering of information and in addition serves as proof that a specific nursing measure was in fact carried out.



#### 4.19. Discharge of patients from the hospital

##### Terms:

- final examination
- final bandage
- letter for GP
- visiting service
- discharge slip
- meals on wheels
- interview
- home help service
- transport to the patient's home
- stay at a health resort
- district nurse
- social worker
- social services
- dayroom
- patient transport slip
- laundry service

In surgical wards, the patient is given a final bandage in the course of the final examination. In the final interview with the physician, the patient is counseled about the correct behavior at home.

On the day of discharge, the patient must report in the admission office where he/she is handed a discharge slip (which also serves as a confirmation of the patient's stay at the hospital).

In addition, the patient is given a letter specifying the hospital treatment for his/her general practitioner.

If necessary, the patient is taken home with the patient transport service. For this purpose, a transport slip is prepared by the ward nurse.

##### Expressions used by the nurse:

You can get dressed now, the letter for your general practitioner will be ready in a minute.

The patient transport service has already been informed, please wait in the day room.

Do you want to take lunch in the hospital before leaving?

When will your relatives come to pick you up?

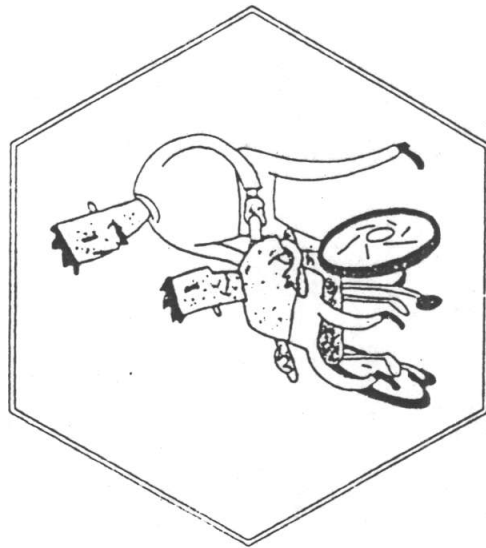
Here is your medicine for today.

Do you want me to help you pack your things?

Have you forgotten anything?

I wish you the best! Take care!

Please come back to the outpatient department in a week for checkup.



## Terms:

- physician's rounds
- change of shifts (transfer of duty)
- nursing rounds

## Explanation of the terms:

### Physician's rounds

- The morning's rounds are highly important.
- To eliminate disturbances (e.g. long waiting times for the physician, waiting and organizing of findings for the rounds), the best is to agree on a specific time with the physician.
- The registered nurse or the ward nurse accompanies the physician on the rounds, receives instructions and supplies information.

### Change of shifts

- During the change of shifts, the nurse arriving for duty is informed on the condition of the various patients on the ward

- The nurse is informed about new admissions, the nursing process, therapy and diagnosis as well as about special instructions issued by the physician.
- Various observations regarding the behavior of the patient, the effect of specific drugs and many other information items are relayed.
- Finally, staff issues are discussed.

### Nursing rounds

- Nursing rounds are carried out by the head nurses (staff nurse) in the hospital at different intervals. In the course of these rounds, care planning, care reports and various nursing techniques are checked and discussed.

### Expressions used by the nurse:

Were there any problems during the night?

All patients have passed a peaceful night.

The patient in room no. 8 hasn't had any breakfast, he'll have surgery today.

Patient W. has not collected any urine last night, and so the fluid balance could not be completed.

The bandage of Ms. B must be changed first thing.

Patient X. has urinated spontaneously.

Mr. F. has been in pain throughout the night, but now he feels better.

The patient in room No. 11 has washed on his own and is already using the WC without any help.

Mr. H. is getting weaker every day.

Yesterday night M's. G. fell asleep without any sleeping pills.

Mr. M's mobilization progresses quickly. If he is helped, he can already use the WC.

Ms. K yesterday sat in the armchair  
Are you satisfied with the progress of this patient?

### Expressions used by the patient:

When will I be discharged (when can I go home)?

Why is this examination necessary?

Do I really need this operation?

Can you explain this examination to me?

## 4.1. Making the beds

### Terms:

- Bed
- Bed cover
- Making the beds
- Wheel locking device
- Bedspread
- Intermediate mat
- Disposable mat (blue mat)
- Suspension bar (trapeze)
- Bell
- Rubber mat
- Sheet
- Mattress
- Protective sheet for the mattress
- Pillow
- Pillowcase
- Backrest
- Removable grate

### Explanation of the terms:

- 1 • The nurse makes the beds every morning
- 2 • He/she turns the mattresses over
- 3 • Then he/she puts the protective cover over the mattress.
- 4 • Then he/she smooths the sheet
- The rubber mat is used for incontinent patients

An intermediate mat is placed and secured above the rubber mat

- 5 The disposable mat (blue mat) is put on top

- 6 A bedspread is put on the bed cover; the pillow is put inside the pillowcase

Then the nurse puts the backrest a little upright

He/she positions a suspension bar (trapeze) above the bed

- 7 The nurse places the bell beside the trapeze so that the patient will have easy access to call the nurse

The patient must press a button to call the nurse

The removable grate prevents the patient from falling out of the bed

- 8 The wheels can be locked to prevent the bed from rolling about.



Expressions used by the nurse:

We would like to make the beds, please get up!

Please sit in the chair, we will be finished in a minute

Do you want me to close the window so you will not catch a cold?

Can you get up alone?

We would like to change your bedclothes

Please move over a little, we would like to change the sheet

Do not be afraid, you cannot fall out of the bed, I'm holding you

Do you need another blanket?

Have you rung for me?

What's happened?

What can I do for you?

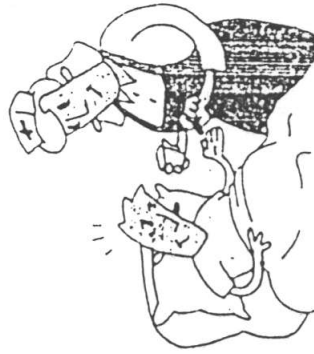
Do you want me to help you?

- ✓ Could you please lift your buttocks a little so that we can better secure the intermediate mat?

Nurse, please get me another blanket, I am cold

Nurse, please pull the backrest up a little!

I want to talk to a doctor!



Terms :

- dinner
- Alexander's syringe (a syringe with a holding capacity of 100 ml)
- appetite
- belching
- help the patient take his/her meal
- flatulence
- retching
- diabetes diet
- diet
- thirst
- vomiting
- exsiccosis
- breakfast (buffet)
- hunger
- morning snack
- cachexia
- afternoon snack
- artificial feeding
- light standard diet
- stomach tube (feeding tube)
- lunch
- halitosis (bad breath)
- reduced food intake



- to have an empty stomach
- low-calorie diet
- hiccup (singultus)
- feeding cup with spout
- diet for tube feeding
- nausea
- indigestion
- standard diet



## > Meals:

Hospital patients are served breakfast (buffet), a morning snack, lunch, afternoon snack and dinner.

Breakfast is served between 7 and 8 a.m.

- Coffee, cocoa, tea, milk
- Brown bread, white bread, rolls
- Butter
- Jam
- Cheese spread
- Sausage spread
- Honey
- Fried rice

The morning snack is served at 9 a.m. or handed out together with breakfast.

- Coffee, cocoa, tea, milk
- Sour milk, buttermilk, and yogurt
- Sweet white bread, croissants
- Fruit

## > Lunch :

Soup is usually served for starters (soup with pancake strips, semolina dumplings, noodles, liver dumplings, chicken soup).

Gruel-type soup contains flour and is usually served to patients on diet.

The main course mostly consists of a meat dish with rice, vegetables, potatoes, pasta or salad on the side, fish, meat or chicken.

Dessert is pudding, stewed fruit and cakes.

Lunch is served between 11.30 a.m. and 1 p.m.

➤ **Dinner:**

Dinner may be cold hot. Like lunch, a hot dinner consists of a meat dish with garnishing and salad or a sweet dish with stewed fruit.

A cold dinner consists of different types of sliced sausage, cheese, salad and bread.

Dinner is served between 5 and 6 p.m.

➤ **Teas served:**

- Black tea
- Fruit-flavored tea
- Peppermint tea
- Bladder tea (in case of an infection of the urinary tract)

Soup spoon (big), fork, knife, coffee spoon (small), napkin

➤ **The tableware set consists of a:**

Coffee cup, soup plate, big plate, small plate, glass

➤ **Dietary basis :**

Patients are often hungry or thirsty.

If patients are very sick, they are not hungry.

If the body weight of a patient is too low, he/she is suffering from cachexia.

The nurse must take care that the patient always get enough liquid to drink to avoid exsiccosis.

Many hospital patients have to observe a diet.

Normal diet is called standard diet

An easily digestible type of diet (especially before and after operations and examinations) is called light standard diet

Patients who must lose weight are given a low-calorie diet: about 1.000 kcal).

Diabetics are served a diabetes diet developed in keeping with strict guidelines.

The carbohydrate content of this diet is calculated and specified precisely.

Many hospital patients suffer from indigestion.

The food intake of freshly operated patients is reduced.

Patients must have an empty stomach before a blood sample is taken.

Patients having difficulty in chewing and swallowing (e.g. as a result of apoplexy) must be fed artificially by means of a gastric tube.

Tube diets must contain all vital nutrients and be highly liquid.

In addition, tube diets must never be served too hot.

Alexander's syringe is used in connection with tube diets or to check the position of the stomach tube.

### Expressions used by the nurse:

What would you like to eat?

What would you like to drink? I have coffee, tea or milk.

Do you want sugar or artificial sweetener in your coffee?

You must have an empty stomach tomorrow morning.

Please do not drink, eat or smoke after midnight.

Do you want me to cut the meat for you? Or, can you do it your own?

Don't you like it?

Do you want something else?

Why don't you eat?

Be careful, the soup is hot!

Have you had enough, or do you want me to get you something else?

Please chew well!

The patients gets 15 BEs ( Broteinheit/caloric value of a roll ) per day for his/her diabetes diet.

As of tomorrow, the patient will be given low-calorie diet.

In addition, he/she must be weighed twice a week.

The patient in Room 2 has just vomited heavily.

Do you still feel sick?

The patient has very bad breath.

Expressions used by the patient:

Nurse, I'm thirsty. Please get me something to drink.

I have had no appetite for a week

Nurse, I have to belch all the time

Can you give me something against flatulence?

Nurse, my hiccup started two hours ago and hasn't stopped yet!

When will I get something to eat?

Please give me another roll!

I don't eat pork!

I'm a vegetarian, please no meat for me!

Urine

Terms:

- permanent catheter
- transparency
- disposable catheter
- color
- fluid balance
- smell (odor)
- closed urine removal system
- urine collection
- urine culture (through bacteria)
- urine bag
- quantity
- mid-stream urine
- spontaneous urine discharge
- glass jar
- suprapubic catheter
- urine

Terms:

- Positioning the patient at a 30° angle
- Positioning the patient at a 90° angle
- Positioning the patient on the stomach
- Gel cushion
- Positioning aid
- Air cushion bed (Mediscus bed)
- Horsehair cushion (hard cushion)
- ✓ • Supine position
- Sandbag
- Sheepskin
- Mattress made of cellular material
- Lateral positioning
- ✓ • Chaff cushion
- Synthetic fleece

## Explanation of the terms:

Positioning aids are used by the nurse to position the patient

Immobile patients are repositioned by the nurse every four (two) hours. This repositioning is to ease the strain on one half of the body.

There are two types of lateral positioning: at 30° and 90°.

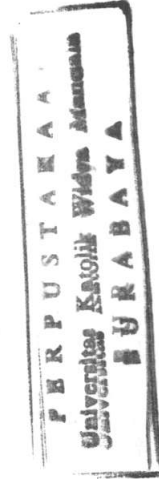
The 30° position puts very little strain on the patient.

Sometimes the patient may also rest on his/her back

For eating, the nurse puts the backrest in an upright position

Some patients prefer to lie on their stomachs

The so-called Mediscus bed is a special bed for soft positioning.



Is this comfortable for you?

Where does it hurt?

Is it still painful?

Please lift your head!

Please pull up your legs and bend your knees!

Please hold tight!

## Expressions used by the patient:

Nurse, I am not comfortable!

This position is painful for me!

Nurse, I can't lift my legs!